IMPACT OF ACADEMIC PROCRASTINATION ON ACADEMIC ANXIETY OF COLLEGE STUDENTS

DISSERTATION

(COURSE CODE: P-503)

Submitted

In partial fulfilment of the requirements for the

Award of the Degree in

B.A. (Honours) in Psychology

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Session 2021-2024

CERTIFICATE

This is to certify that Ms. Niharika Sharma, student of B.A. Honours Psychology Semester V, Session 2021-2024, bearing Roll No. 2108003, has worked under supervision of Dr. Taniya Raina on the project entitled “The Impact of Academic Procrastination on Academic Achievement”. Her mini project is fit for submission, in partial fulfilment of their requirements for the award of the Degree in B.A. Honours psychology.

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ACKNOWLEDGEMENTS

I have had so many rich experiences and opportunities that I personally believe will forever shape and influence my professional life while fostering personal growth and development. It would not have been possible to successfully complete my project work without the contribution and collaboration of some important personalities. First and foremost, praises and thanks to The God, The Almighty, for His showers of blessings throughout my research work to complete the research successfully.

I would like to thank the MIER College of education, Head School of social science for her unprecedented help and scholarly skills that she imbibed in me and whose guidance was a remarkable force that enabled me to successfully complete the mini project. Special thanks and appreciation to my supervisor Dr Taniya Raina, to whom I am grateful for her ongoing mentorship and never- ending supply of fascinating tasks. Her guidance and advice carried me through all the stages of writing my project. I fully acknowledge her enormous contribution in this work.

And, last but not the least, to my beloved and incredible family, for being my constant source of strength. Your encouragement and belief in me have helped me overcome challenges and achieve success.

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CHAPTER-I: INTRODUCTION

Procrastination has always been a prevalent issue within the student populations. Students of all ages whether it be school or college students, all are trapped in this hard to avoid cycle; they will rather scroll on their phones than finish their due assignments. This act, when seen in the student masses in regards to their academics is called Academic Procrastination. Another variable present among students is Academic Anxiety, which is the anxiety experienced due to any academic related prospect, like anxiety due to tests, grades or presentations. Both variables can result as a hindrance to the learning experience and achievements of a student.

ACADEMIC PROCRASTINATION

Procrastination is a dreadful cycle of avoidance, stress and anxiety. The word is derived from the Latin words 'Pro', meaning 'forward' and 'Crastinus', meaning 'belonging to tomorrow', which easily defines the mindset of a procrastinating individual. Solomon and Rothblum (1984) describe it as "the act of needlessly delaying tasks to the point of experiencing subjective discomfort."

Almost all of the human population has procrastinated at least once in their lifetime while others continue to do so, on a daily basis. A significant chunk of the latter is students pursuing higher education such as college students, as established by Steel (2007), that approximately 80-95% of college students procrastinate on a daily basis when it comes to academic tasks.

Academic procrastination is the equivalent of procrastination when it comes to tasks related to academics. A student will postpone the completion of homework or assignments till the provided deadline and/ or prepare for an exam at the very last moment, stressing throughout the whole period until it cannot just be avoided anymore.

While procrastinating a student might feel anxious about avoiding their tasks, but they will do so anyway, because they feel it is harder to start that task and choose to remain in that

uncomfortable yet familiar situation until they are unable to do so due to a certain “deadline” and now they have to face the task because if they don’t, the consequences will not be favourable. And they end up finishing a big task in a very small amount of time. Some might even promise themselves to never repeat this mistake again and they might even be successful in doing so but of course most just end up doing this all over again. It is a vicious cycle to get out of.

Research suggests that students are more likely to procrastinate on tasks that show their academic prowess and are considered important, like exams, presentations or assignments in comparison to other tasks like attending classes and meetings or filling out forms (Solomon & Rothblum, 1984). They also concluded from their research that academic procrastination causes poor performance, withdrawing from schools, low self-esteem, and increased levels of stress, anxiety and illness

Though procrastination was thought to be a result of laziness in the past, years of studies have proved that the process goes deeper than that. The occasional bout is harmless, but for the chronic procrastinators, underlying cognitive issues are to be blamed –“it is not a time management issue – it is a maladaptive lifestyle” (APA, 2010).

There are a variety of reasons behind procrastination. It could be as simple as just assuming that the task at hand will not require much time to be completed, which leads to a false sense of security that we have plenty of time; it could also be Present bias, according to which e tend to be more motivated by instant gratification and rewards than by long time rewards (Bisin & Hyndman, 2020). Like scrolling on the phone (instant reward) seems so much better than preparing for a test that is next week (has a long term reward).

Other reasons will include, not knowing what needs to be done or how to do it, not wanting to do something, not caring if it gets done or not, not feeling in the mood, being in the habit of waiting until the last minute, believing that you work better under pressure, lacking the initiative to get started, forgetting, blaming sickness or poor health, waiting for the right moment, etc (Tuckman et al., 2008).

Fear of failure, having low self esteem, having a perfectionist streak are also some reasons which are more rooted in one's personality and behaviour. Having a mental illness like depression or OCD can also increase your chance of procrastination because you might not have the energy, have self doubt, are insecure or are too indecisive, or want everything to be perfect or you over think. Like having ADHD, you struggle with paying attention to a task and/or are distracted by other stimuli (Beutel et al., 2016; Limburg et al., 2017; Altgassen et al., 2019). Procrastination caused due to these reasons would be harder to treat and deal with.

Zohar et al. (2019) classify procrastinators into two types:

1. Active Procrastinators: Who purposely put off the assignment because they "feel challenged and motivated" when working under duress.
2. Passive Procrastinators: Who delay the work because they struggle to make decisions and follow through with them.

APA (2017) stated that procrastination can have both external (e.g., situations involving work overloads) and internal causes (e.g., personality characteristics). It suggested six personality styles of individuals who procrastinate:

1. Perfectionist: Postpones assignments because they worry that they won't be able to finish them flawlessly.
2. Dreamer: Postpones activities because they struggle with detail-oriented thinking.
3. Defier: Doesn't think someone should set their timetable for them.
4. Worrier: Postpones duties because they are afraid of being uncomfortable in "the known" or of change.
5. Problem-maker: Postpones assignments because they enjoy working under pressure.
6. Overdoer: Someone who takes on too much and finds it difficult to find the time to begin and finish tasks.

   These descriptions will make you know yourself better, and help in understanding why you procrastinate in the first place.

Procrastination might not be that harmful if it happens once in a while but if it ends up becoming a daily thing, it can have concerning consequences and effects. It might start with not completing your homework the day it is given and soon you are studying for your final exam just an hour before. It impacts a person's mental health and social, professional, and financial well-being, giving you higher levels of stress and illness, increased burden placed on social relationships and resentment from friends, family, co-workers, and fellow students (Svartdal & Nemtcan, 2022). Once it becomes a habit, it can be really hard to get rid of.

ACADEMIC ANXIETY

Anxiety is an intense, excessive and persistent feeling of worry and/or fear, which is our body's natural response to stressful, unpredictable situations. It includes psychological aspects like stress and fear, and physical symptoms like a rapid heartbeat, excessive sweating, tiredness, etc.

Similarly, Academic anxiety is the worry or fear a student would feel in regards to their academic tasks and achievements. Worrying over exams, results, assignments or specific subjects which are harder to understand could be some situations that induce academic stress. Anxiety is a normal reaction and can be healthy in small doses, because it provides motivation to complete a task, but severe anxiety is detrimental and will get worse over time (Hooda & Saini, 2017).

Amount of stress and anxiety to promote productivity and growth exists on a bell curve. So stress will lead to productivity until it is at reasonable levels. Extreme stress will just make it worse. But compared to 18% in 1985 and 28% in 2000, 41% of new college freshmen in 2016 stated they were “overwhelmed by what they were expected to do." However, the bell curve's optimal performance point has long since passed. An increasing number of teenagers report feeling overwhelmed and anxious every year; 32% of teenagers are thought to suffer from an anxiety illness, and 8% are thought to suffer from an anxiety disorder that severely impairs their ability to function (Dorfman, 2021). We can observe a pattern of academic anxiety increasing in the newer generations and academic tasks are becoming more of a burden for students rather than something that should be enriching. Instead of learning new things, students are instead getting anxious.

According to Rincon (2021), academic anxiety has four facets:

1. Physiological symptoms: It manifests physically as bodily symptoms, or physiological symptoms. Anxiety related to academics can frequently trigger tense or scared bodily reactions. These symptoms could be an anxious, fluttering feeling in the stomach ("butterflies"), nausea, increased heart rate, being restless and "antsy" headaches and light-headedness, sweating nervously, breathlessness, tension in the muscles and trouble unwinding.

2. Cognitive Symptoms: Cognitive symptoms of academic anxiety include performance-impairing negative thoughts. This aspect of anxiousness is characterised by mental symptoms rather than physical ones in students. A student who is going through this finds it difficult to concentrate on their academics due to anxiety. Like worries about performance divert attention from the study material (cognitive distraction), lack of capacity to focus and stay on task (attentional control), overwhelming ideas interfere with memory and learning processes (cognitive overload), etc.

3. Behavioural symptoms: Anxiety's behavioural symptoms show themselves as habits and behaviours in students. A person who struggles with academic anxiety may take precautionary steps to stay away from situations that make them feel uneasy. This can happen in a number of ways like avoiding or putting off tasks that make you anxious, purposefully underperforming on a task out of fear of failing (perfectionist avoidance), completing a task that is unrelated and does not cause anxiety, giving up or stating "I don't know" in place of enduring an activity that causes anxiety.

4. Social symptoms: The dread of receiving a negative response from others (teachers, parents, peers, etc.) as a result of subpar academic achievement is known as social academic anxiety. Students who have social academic anxiety may be driven to excel academically by significant others and the fear of falling short of these expectations might result in avoidant behaviours or feelings of dread or worry. These pupils might be more vulnerable to social shame in a classroom setting.

Not every student will display signs from each of these groups. For instance, a person could have cognitive and physiological symptoms without ever exhibiting behavioural signs. Finding the appropriate management strategies for one's specific anxiety might be aided by understanding the distinctions between the symptoms of academic anxiety.

If academic anxiety is not properly addressed it can have serious and long lasting consequences such as causing a student to procrastinate, perform poorly in school work, and withdraw from socialising with peers or from other situations (Mattoo & Nabi, 2012).

According to Jannata and Nur'aeni (2019), factors like academic competency, competency tests, time management, strategy study techniques, parental aspirations, anxiety, language skills, Problematic Smartphone Use, self-regulation and academic achievement; affect academic anxiety of a student.

Common stressors in college include greater academic demands, being on your own in a new environment, changes in family relations, changes in social life, exposure to new people or ideas, the dissatisfaction arising from living arrangements, poor participation in extracurricular activities, poor social relationships, poor staff-contact; they are all significantly related to high mental morbidity (Rehman, 2016).

Additionally, academic anxiety has 4 components (Cornell University, 2015):

1. Worry: The thoughts that prevent you from focusing and successfully completing academic work, like self degrading thoughts.
2. Emotionality: Biological symptoms of anxiety. Like a fast heartbeat, sweating.
3. Task-generated interference: Behaviours related to the task at hand, but which are unproductive and prevent successful performance.
4. Study skills deficits: Problems with current study methods which create anxiety.

Anxiety resulting due to academic results can result in ruining a student's future but fortunately there are ways to tackle it. Like the student on a self basis can prepare and organise their notes effectively, improve time management, don't set unattainable goals at first, and create a balance

between study and relaxation. Other than that teachers can also aid the students in the classroom by communicating, diffusing unrealistic fears and creating a positive environment (Hooda and Saini, 2017).

SIGNIFICANCE OF THE STUDY

The significance of studying the impact of academic procrastination on academic anxiety lies in understanding how procrastination behaviours contribute to students' overall academic well-being. Examining the link between them can reveal how procrastination exacerbates feelings of stress, worry, and self-doubt among students. Understanding the mechanisms through which procrastination impacts anxiety levels can inform the development of interventions tailored to address specific triggers and behaviours associated with procrastination. By uncovering this relationship, educators and counsellors can develop targeted interventions to help students manage their procrastination tendencies, thereby reducing academic anxiety and improving academic performance; identifying patterns of procrastination and their consequences on academic outcomes, proactive measures can be implemented to support students in overcoming procrastination habits and achieving their full potential. Thus, this research enriches our understanding of the complex interplay between academic procrastination and Anxiety.

STATEMENT OF THE PROBLEM

The Impact of Academic Procrastination on Academic Achievement in college students.

OPERATIONAL DEFINITION

Academic Procrastination: It is a prevalent and complex psychological phenomenon that has been defined as the purposive delay in beginning or completing a task. Procrastination is most often considered to be the irrational delay of behaviour. Procrastination is the delaying of actions or tasks to a future time. Procrastination is said to be a behavioural condition that affects a wide range of people from college students to professionals.

Academic Anxiety: Academic anxiety refers to the feelings of worry, tension, or dread that are associated with academic settings or tasks.

OBJECTIVES OF THE STUDY

In view of the available literature & importance of the topic, the following objectives were set:

1. To examine the association between Academic Procrastination and Academic Anxiety of college students.
2. To investigate the difference between Academic Anxiety among male and female college students
3. To investigate the difference between Academic Procrastination among male and female college students.

HYPOTHESIS OF THE STUDY

1. There is no significant association between Academic Procrastination and Academic Anxiety of college students.
2. There is no significant difference between the Academic Procrastination among male and female college students.
3. There is no significant difference between the Academic Anxiety among male and female college students.

DELIMITATIONS OF THE STUDY

1. The study is limited to 100 College going students from Jammu district.
2. The study has been only quantitative in nature.

CHAPTER-II: REVIEW OF LITERATURE

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed, described, summed up, impartially evaluated, and clarified in the review. The review of literature for this research consists of the following relevant topics:

ACADEMIC PROCRASTINATION

Chakraborty et al. (2022) studied the difference in levels of academic procrastination among students living with family and students living away from family. They also hypothesised a significant difference in the levels of academic procrastination and gender among students living with family members and students living away from family members. The sample consisted of 249 undergraduate students, 152 students living with family and 97 students living away. Research design used for analysis was a two-way ANOVA to study the difference between groups. According to the findings of the study, living status did not have a significant effect on academic procrastination but gender was seen to have a significant impact on the same. More males were found to be procrastinating. Furthermore, there was no interaction effect observed between living status and gender.

Y. Wang et al. (2021), investigated the association between self-leadership and academic procrastination in a sample of 533 Chinese college students. Using multiple regression models they found that practising relative self-leadership strategies may reduce students' procrastination.

S.C. He (2017) assessed academic procrastination among 201 students in the University of Bristol, UK. Aim was to explore the prevalence of academic procrastination, reasons that render procrastinating behaviours of university students, and the psychological influence caused by procrastination. Various tools like T-tests, Regression Analysis, Correlation Coefficients, were used. He didn't find much statistical difference between the scores of males and females. He also observed that the respondents who spent more time on social media showed higher levels of academic procrastination. More than half respondents claimed to suffer from anxiety and stress, and agreed that they tend to eat and drink more because of anxiety and stress related to procrastination. Many reasons for procrastination were found– laziness, lack of interest, lack of self-discipline and impatience, difficult course/assignment, language barriers, overconfidence, illness, confusion above values and goals, lack of guidance and negative influence of peers. The self-realisation amongst the students that they procrastinate was also quite high.

A. Hajiazizi and R. Ho (2015) investigated the direct and indirect influences of self-compassion on procrastination among 200 University students in Thailand. Through path analysis they found a negative correlation between the participants' self-reported levels of self-compassion and academic procrastination—that is, the more self-compassionate they were, the less academic procrastination they reported. Additionally, it was discovered that the individuals' stated levels of anxiety were negatively impacted by self-compassion. It was discovered that there was no discernible relationship between their stated levels of shame and self-compassion. Lastly, procrastination in the classroom was not significantly impacted by either guilt or anxiety.

C. Grunschel et al. (2013), broadly investigated reasons and consequences of academic procrastination. They also investigated whether students who report more serious reasons and consequences for academic procrastination than students who procrastinate but do not seek out counselling support (non-counselling group) are the ones who seek out student counselling services to overcome academic procrastination. 36 university students participated in standardised interviews, which they then analysed using qualitative content analysis and frequency analysis. Compared to the non-counselling group, the counselling group reported more serious causes and effects of academic procrastination. Their findings point to the need to view academic procrastination as a failure of self-regulation and support the development of therapies that are suited to the individual needs of each student.

B.U. Özera and M. Saçkesb (2011), aimed to examine the effect of procrastination on students' life satisfaction among a group of college students. They took a sample of 314 college students. The results showed that a quarter of the students claimed to be frequent procrastinators, with male students reporting more frequent procrastination than female students do. Results of the ANOVA yielded procrastinators to have lower life satisfaction scores than non-procrastinators.

H. Odaci (2011), aimed to investigate whether academic self-efficacy and academic procrastination can act as predictors of problematic internet use among university students. There were 398 university students in the sample. The data was analysed using one-way ANOVA, multiple regression analysis, independent samples t-test, and Pearson's correlation coefficient. The findings indicate that there is a statistically significant negative link between problematic internet use and academic procrastination, but not between problematic internet use and academic self-efficacy. It was shown that problematic internet use was significantly predicted by academic self-efficacy. Although levels of problematic internet use did not differ according to sex or computer ownership, the results also indicate a substantial variation in problematic internet use with regard to students' programs.

L.A. Rabin et al. (2010) investigated the subcomponents of self-reported executive functioning associated with academic procrastination in a demographically diverse sample of 212 college students aged 30 years and below. They included nine aspects of executive functioning in multiple regression models and found that the executive function domains of initiation, plan/organise, inhibit, self-monitor, working memory, task monitor, and organisation of materials were significant predictors of academic procrastination in addition to increased age and lower conscientiousness.

P. Rosário et al. (2009) analysed the impact of socio-personal variables (e.g., parents' education, number of siblings, school grade level, and underachievement) on students' academic procrastination. Two independent samples of 580 and 809 seventh to ninth graders were taken. In both studies, it was revealed that procrastination decreases when the parents' education is higher, but it increases along with the number of siblings, the grade level, and the underachievement.

C. Tan et al. (2008), examined correlates of academic procrastination and students' grade goals in a sample of 226 undergraduates from Singapore. Findings indicated that self-efficacy for self-regulated learning was significantly and negatively related to procrastination. High self-efficacy for self-regulated learning also predicted students' expectations of doing well and low self-efficacy for self-regulated learning predicted students' expectations of not doing well academically. Additionally, help-seeking predicted students' expectations of doing well academically while academic stress predicted students' expectations of not doing well academically.

Seo and E. Hee (2008), had the goal to provide a better understanding of the link between self oriented perfectionism and academic procrastination by examining the role of self-efficacy as a mediator in the relationship. They collected the survey results of 692 college students and employed structural equation modelling. The results of this study showed that students with high self-oriented perfectionism procrastinate less than others. It was also found that self-efficacy fully, rather than partially, mediated the relationship between self-oriented perfectionism and academic procrastination.

E. Alexander and A.J. Onwuegbuzie (2007), examined the relationship between hope and academic procrastination. 116 graduate students at a mid-southern university were taken as sample. The findings of the study suggest that both hope factors helped predict academic procrastination with respect to fear of failure, but not task aversiveness.

Beswick et al. (2007), examined three psychological explanations for procrastination: indecision, irrational beliefs about self-worth and low self-esteem. 245 students in a first-year Psychology course were taken as the sample population. Small but significant correlations were found between indecision, irrational beliefs, and low self-esteem and two measures of procrastination: time taken to submit a term paper and self-reported frequency of procrastination. Multiple regression analyses revealed that self-esteem and, to a lesser extent, indecision accounted for significant unique portions of the variance in procrastination. Significant correlations were also found between anxiety and depression and the two measures of procrastination. A significant negative correlation was found between self-reported procrastination and final course grade, indicating that procrastination is detrimental to academic performance.

A.J. Onwuegbuzie (2004), aimed to examine the prevalence of procrastination among graduate students, and to investigate the relationship between academic procrastination and six dimensions of statistics anxiety. Participants were 135 graduate students enrolled in a university in the south-eastern part of the USA. Findings revealed that a high percentage of students reported problems with procrastination on writing term papers, studying for examinations, and completing weekly reading assignments. A correlation analysis revealed that academic procrastination resulting from both fear of failure and task aversiveness was related significantly to worth of statistics, interpretation anxiety, test and class anxiety, computational self-concept, fear of asking for help, and fear of the statistics instructor.

V. Prohaska et al. (2000), aimed to analyse Academic procrastination within non-traditional students, who were ethnically, economically, and culturally diverse. They took a sample population of 386 students. Results showed that academic procrastination among non-traditional students was higher in reading weekly assignments and school activities in general, but lower in writing a term paper and attendance tasks. Older students, women, and students born outside of the United States reported lower academic procrastination tendencies. No differences in reported academic procrastination were observed based on: ethnicity, whether students were the first members of their families to attend college, or whether students possessed a high school diploma.

N. Milgram et al. (1998), studied general and specific procrastination in students and their parents. 52 Israeli university students were taken as sample. According to the findings, which align with the appraisal-anxiety-avoidance model of procrastination, avoidant procrastination is a generalised behavioural inclination to put off tasks across academic assignments and non-academic life routines. At home rather than in school, parents were more involved in controlling their kids' behaviour. Mothers were found to be more involved than fathers, and this participation was linked to adult children delaying daily tasks less. Serious concerns are raised concerning research studies that presume that children's impressions of parental behaviour and the behaviour in issue are equivalent because there is no correlation between the parental engagement scores reported by parents and their adult children.

J.L. Johnson and A. Michael Bloom (1995), aimed to study the role of Five-Factor Model of personality in procrastination by a student. A sample of 202 Undergraduate students was taken. Stepwise multiple regressions revealed that Conscientiousness accounted for a significant portion of the unique variance of procrastination scores. The procrastination scores were inversely related to Conscientiousness and were also significantly correlated with Neuroticism. The factors of Extraversion, Openness to Experience, and Agreeableness were not significantly correlated with procrastination scores. Stepwise multiple regressions of the Conscientiousness and Neuroticism factor facets indicated that lack of Self-Discipline and Impulsiveness accounted for most of the variance of procrastination scores.

G.L. Flett et al. (1992) examined the relations between individual differences in perfectionism and procrastination behaviour in college students. A sample of 131 students was taken. Correlation analyses revealed it was the socially prescribed perfectionism dimension that was most closely correlated with both generalised procrastination and academic procrastination, especially among males. The fear of failure component of procrastination was associated broadly with all the perfectionism dimensions. Overall, the results suggest that procrastination stems, in part, from the anticipation of social disapproval from individuals with perfectionist standards for others.

Solomon and Rothblum (1984) investigated the frequency of college students' procrastination on academic tasks and reasons behind this behaviour. The subjects were 342 students of the University of Vermont, enrolled in one of its introductory courses on Psychology. Using Factor Analysis it was found that two factors– Fear of Failure and Aversiveness of the Task caused most variance. Both correlated significantly with self report measures of depression, irrational cognition, low self esteem and delayed study behaviour, provided by the students. This clearly indicates that procrastination is just not a result of time management issues or poor study habits, that it involves a "complex interaction of cognitive, behavioural and affective components."

ACADEMIC ANXIETY

Z.A. Green (2022) studied the role of generalised self-efficacy in enhancing online education for Pakistan's university students during COVID-19 and the academic anxiety affecting it. 402 students participated in the study. Results indicated that moderate and high levels of generalised self-efficacy shield the negative effects of higher levels of academic anxiety on academic self-efficacy over time. Results suggest that generalised self-efficacy—as a positive resistance resource factor—may gradually coalesce into academic self-efficacy (domain-specific self-efficacy), which at first may be underdeveloped in students in the face of academic anxiety emanating from their online classes during COVID-19.

S. Caviola et al. (2021) evaluated the impact of academic anxiety related to tests and subjects like mathematics, distinguishing between different types of mathematical tasks. 177 studies met the inclusion criteria, providing an overall sample of 906,311 participants. Results showed that both Mathematical Anxiety and Test Anxiety had a significant impact on mathematics.

C, Fiorilli et al. (2020), aimed to investigate the role of trait emotional intelligence (TEI) in preventing students' school burnout directly and indirectly via anxiety and academic resilience. The data was derived from a sample of 1235 high school students. Structural equation modelling revealed a strong indirect effect of TEI on school burnout, mediated via anxiety and resilience. Overall, students with high TEI were less likely to experience school anxiety and more likely to exhibit resilience which, in turn, reduced school burnout risk.

Njue and Anand (2018), aimed to study the relationship between academic anxiety and general wellbeing of 204 high school students and compare the results of boys with girls. The data was analysed by computing Pearson correlation, mean and t-values. Results showed that the correlation between academic anxiety and general wellbeing was negative in both boys and girls; there was no significant difference between academic anxieties in boys as compared to girls.

D. Situmorang-Mulawarman and M.E. Wibowo (2018) had the goal to determine the effectiveness of counselling group implementation of cognitive behaviour therapy CBT approach with passive and active music therapy technique in reducing academic anxiety of millennial

students. This study used quasi-experimental design with repeated measures pre-test, post-test, and follow-up. Research subjects used in this study are 14 students divided into two groups. The results showed that CBT group counselling was more effective for reducing academic anxiety compared to active music therapy. Active was more effective for reducing academic anxiety compared with passive music therapy.

Shakir (2014) examined the relationship and effects of academic anxiety on the academic achievements of students. A sample of 352 students of senior secondary school (India) was taken. Mean SD, Correlation and t-test were used for the analysis of the data. He found the academic achievement of the low academic anxiety group to be better than the academic achievement of the high academic anxiety group, hence the variables are negatively correlated, so as the level of academic anxiety increases, academic achievement decreases and vice-versa.

A.K. Attri and Neelam (2013), aimed to find out the academic anxiety and academic achievement of secondary school students. The data was collected from 200 secondary school students of Mandi district of Himachal Pradesh. The statistical technique used was t- test. The findings of the present study revealed that there are significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls were found to be more academically anxious and had better academic achievement than boys.

M. Owens et al. (2012) investigated the relationship between negative affect, worry, working memory, and academic performance. Participants were typically developing children (12 to 13-years-old) from two UK schools. The study used self-report questionnaires, school administered academic test data, and a battery of computerised working memory tasks. Higher levels of anxiety and depression were associated with lower academic performance. There was support for a mediation hypothesis, where worry and central executive processes mediated the link between negative affect and academic performance.

D. Macher et al. (2012) investigated the relationship between statistics anxiety, individual characteristics and academic performance. 147 Students enrolled in a statistics course in psychology were taken as sample. The structural equation model showed that students with

higher statistics anxiety achieved less in the examination and showed higher procrastination scores. Statistics anxiety was related indirectly to spending less effort and time on learning. Trait anxiety was related positively to statistics anxiety and, counter intuitively, to academic performance.

Y. Nie et al. (2011), investigated whether academic self-efficacy could moderate the maladaptive relation between task importance and test anxiety. 1978 and 1670 Grade 9 Singaporean students participated. Results from both samples showed convergent findings that high levels of task importance were related to high levels of test anxiety, whereas high levels of academic self-efficacy were related to low levels of test anxiety. Most importantly, academic self-efficacy moderated the relation between task importance and test anxiety—the maladaptive relation between task importance and test anxiety was significantly weaker when academic self-efficacy was higher.

R. Rana and N. Mahmood (2010) aimed to explore the relationship between test anxiety and academic achievement of students at the postgraduate level. A sample of 414 students was randomly selected. Pearson correlation, multivariate statistics and regression analyses were run for data analysis. It was found that a significant negative relationship exists between test anxiety scores and students' achievement scores. Results showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional).

Vitasari et al. (2010) examined the potential sources for study anxiety, involving 770 students of University Malaysia Pahang, with the help of Descriptive statistics. They found exam anxiety, class presentation anxiety, mathematical anxiety, language anxiety and social anxiety, in descending order, as the potential sources.

Sinnadurai and Kumar (2010) tested the relationship between study anxiety level and students' academic performance. The sample population consisted of a total 205 male and female engineering students. The results showed that there was a significant correlation of high level anxiety and low academic performance.

R. Bhansali and K. Trivedi (2008) conducted a comparative study to find out the gender differences in incidences and intensity of Academic Anxiety amongst adolescents. A sample of 240 students was selected from different high schools in Jodhpur city. The Results revealed that a considerable amount of Academic Anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Chapell et al. (2005) examined the connection between test anxiety and academic achievement in 1,414 graduate students and 4,000 undergraduate students. They discovered a slight but statistically significant inverse link between test anxiety and GPA in both groups. Higher test-anxious students averaged a B, whereas low test-anxious undergraduates averaged a B+. There were no significant GPA differences between low- and high-test-anxious male graduate students, whereas low-anxious female graduate students had considerably higher GPAs than high-anxious female graduate students. Test anxiety and GPA were much greater in female undergraduates than in male undergraduates, and similarly, female graduate students had higher test scores than male graduate students.

Culler et al. (1980) investigated the relationship of test anxiety to academic performance in college students and differences in study-related behaviours between high and low test-anxious Ss, and differential effectiveness of study-related behaviours for both groups. Using a sample of 86 students, the results demonstrate a significant decrease in GPA associated with test anxiety. High test-anxious Ss were also found to have poorer study skills. For high test-anxious Ss, quality of study habits and amount of study time were positively related to academic performance, whereas missing classes and delaying exams were inversely related to performance.

ACADEMIC PROCRASTINATION AND ACADEMIC ANXIETY

A. Ragusa et al. (2023), aimed to study the influence of academic self-regulation on procrastination, academic anxiety and stress, academic resilience and academic performance. The sample consisted of 991 high school students. A structural equation model was used to analyse the relationship between the study variables. Research revealed that procrastination was negatively correlated with academic self-regulation. Conversely, procrastination was a strong

predictor of academic anxiety and stress. Resilience, however, had a protective effect because it had a positive correlation with academic stress and anxiety. Lastly, academic achievement was positively predicted by resilience whereas academic performance was negatively predicted by stress and anxiety.

M.P. Sari and H. Hazim (2023), aimed to determine the relationship between academic anxiety and academic procrastination in students. There were 241 enrolled students at Muhammadiyah University of Sidoarjo that made up the research population. Likert scale and Pearson product moment correlation data analysis methods were employed. The findings demonstrated a positive correlation between students' academic procrastination and academic worry.

L.N. Maghfiroh and T.R. Pradipta (2023), aimed to determine the effect of academic procrastination on maths anxiety experienced by junior high school students facing the dynamics of the transition of learning from online to offline. The sample consisted of 70 seventh grade junior high school students. Using Regression analysis they found that maths anxiety has a positive effect on academic procrastination.

A.R. Pravita and P. Kuswandono (2022) sought to understand how students self-regulate to write their theses and how writing anxiety and academic procrastination affect their thesis writing. This research was done using a quantitative study that made use of descriptive statistics. Twelve thesis students gave their permission to take part in the study. The students' highest level of anxiety was indicated by their avoidance behaviour, according to the data. Additionally, they put off doing academic reviews and revisions. On the other hand, setting goals and asking for assistance require the greatest amount of self-regulation, whereas task approaches and time management require the least.

K. R. E. Okoye and M.O. Onokpaunu (2020) investigated the relationship between Self-Esteem, Academic Procrastination and Test Anxiety with Academic Achievement of Post Graduate Diploma students. In order to execute this study, Correlation-descriptive research design was adopted for the study, taking the population of 43 students. Pearson Product Moment Correlation Coefficient was used for data analysis. Findings of the study revealed a positive and significant

relationship between self-esteem and academic achievement and discovered a negative and significant relationship between academic procrastination and academic achievement. Also, the study disclosed a negative and significant relationship between test anxiety and academic achievement.

Saplavska and Jerkunkova (2018), aimed to reveal the links between academic procrastination and anxiety among students. The sample consisted of 60 second year engineering students of the Latvia University of Life Sciences and Technologies. Correlation coefficients and Chi square test were utilised. They found almost half of the population demonstrated high levels of academic procrastination, while the other half medium and low. As situational and personal anxiety increased, the level of academic procrastination also increased within the students.

N. Custer (2018) studied test anxiety and academic procrastination among nursing students. 202 pre-licensed nursing students were taken as sample. Statistically significant correlations between test anxiety and academic procrastination were found. The majority of participants reported procrastinating most on weekly reading assignments. Students with higher grade point averages exhibited less academic procrastination.

C. Borecki and N. Uyangor (2018) studied the relationship between high school students' test anxiety, academic procrastination behaviours, family attitudes and academic achievement. The participants of the study were composed of 496 high school students. Data was analysed by correlation and regression methods. The findings indicate that there was a negative correlation between achievement score and anxiety, test irrelevant thinking and academic procrastination while there was a positive correlation between achievement score and family attitude. The findings also revealed that tension, bodily symptoms and family attitude significantly predicted the end-of-term grade average positively, while worry, test irrelevant thinking and academic procrastination significantly predicted the achievement score negatively.

U. Akpur (2017) had the purpose to determine the predictive and explanatory relationship model between procrastination, motivation, anxiety and academic achievement of university students. In this study, a causal research design was used. The study group consisted of 211 participants.

Findings reveal that there is not a significant relationship between anxiety and academic achievement. However, both the relationship between academic procrastination and academic achievement and the relationship between motivation and academic achievement are significant. According to findings, the relationship between academic procrastination and motivation is significant and negative.

W. Rahardjo et al. (2015) aimed to research the contribution of anxiety in operating computers and academic stress toward procrastination in students. 65 students were taken as samples. The results showed that anxiety in operating computers and academic stress play a significant role in influencing academic procrastination among social sciences students. In terms of academic procrastination tendencies, anxiety in operating computers and academic stress, male students have a higher percentage than female students.

C.K. Soysa and A. Weiss (2014) investigated perceived authoritarian and authoritative parenting styles in mothers and fathers, academic procrastination, maladaptive perfectionism, and both affective and cognitive test anxiety using self-reports of 206 undergraduates. Supporting study hypotheses, academic procrastination and maladaptive perfectionism concurrently mediated the positive relationship between perceived authoritarian fathering and both affective and cognitive test anxieties, but only maladaptive perfectionism mediated the positive relationship between perceived authoritarian mothering and both affective and cognitive test anxieties. Conversely, supporting study hypotheses, academic procrastination and maladaptive perfectionism concurrently mediated the inverse relationship between perceived authoritative parenting (in mothers and fathers separately) and both affective and cognitive test anxieties.

Hashemi and Latifian (2014) investigated the mediation role of test anxiety in the relationship between perfectionism and academic procrastination. The sample consisted of 480 students from an Iranian university. Using Regression Analysis, they found that self-oriented perfectionism (SOP) and socially-prescribed perfectionism (SPP) directly, were predictors of academic procrastination. SOP in comparison to SPP was a negative and stronger predictor of procrastination and test anxiety was partially mediator between both kinds of perfectionism and procrastination.

Henry K. Chang (2012) examined the role of perfectionism and trait anxiety in the prediction of academic procrastination. Online questionnaires measuring several aspects of perfectionism, trait anxiety, and academic procrastination were completed by a sample of 353 undergraduate students. The findings showed that the association between the components of perfectionism and procrastination varied depending on whether they were classified as "adaptive" or "maladaptive" traits related to trait anxiety. In particular, the association between maladaptive perfectionism and academic procrastination was mediated by trait anxiety, whereas the connection between adaptive perfectionism and academic procrastination was moderated by it. The findings point to a more direct relationship between adaptive intrinsic forms of perfectionism and academic procrastination that is influenced by trait anxiety level, as well as an indirect relationship between maladaptive evaluative/extrinsic forms of perfectionism and trait anxiety through academic procrastination.

L.A. Haycock et al. (2011), examined the relationships among procrastination, efficacy expectations, anxiety, gender, and age for 141 university students. After considering a significant project, participants were asked to assess their efficacy in terms of the abilities required to complete the project. Bi-variate correlations revealed strong, individual links between procrastination and anxiety and efficacy expectations. The only one of these factors that showed significant procrastination prediction when put into a regression model was cumulative efficacy strength.

Milgram and Toubiana (2010), investigated the relationship between academic anxiety and procrastination in children and parents, and parents' direct involvement in their children's schoolwork. Self-report measures were administered to 354 Israeli adolescents and their parents. It was found that students were less anxious about homework than the other academic assignments. Older adolescents were less anxious about their schoolwork overall and procrastinated more than younger children on homework. Parents of late adolescents were less involved in their children's schoolwork than parents of younger adolescents. Parents participated equally in school-related interactions that demanded high investment of time and effort, but mothers engaged more than fathers in low investment activities. The more students were anxious

about preparing for examinations and writing papers, the more they procrastinated on these assignments, showing the inverse relationship of anxiety and procrastination in regards to homework.

CHAPTER-III: RESEARCH METHODOLOGY

INTRODUCTION

Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomena is called research methodology. Its aim is to give the work plan of research a logical direction. It is necessary for the research undertaken but also methodology.

DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

METHOD

Descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current conditions and practices or make intelligent plans describing the tools and the sample is given under.

POPULATION AND SAMPLE OF THE STUDY

POPULATION

In the course of our research, our targeted population consisted of college students, keeping in view the importance of studying this specific age group due to its unique developmental nuances and distinct perspectives; the sample will be collected from Jammu districts only.

SAMPLE

Sampling is the soul of scientific study. A good sample minimises the error of estimation, is less time consuming, and economical in terms of time and money. The size of the sample varies from

study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be content within the limited samples. 100 students were randomly selected including both male and female from colleges of Jammu District.

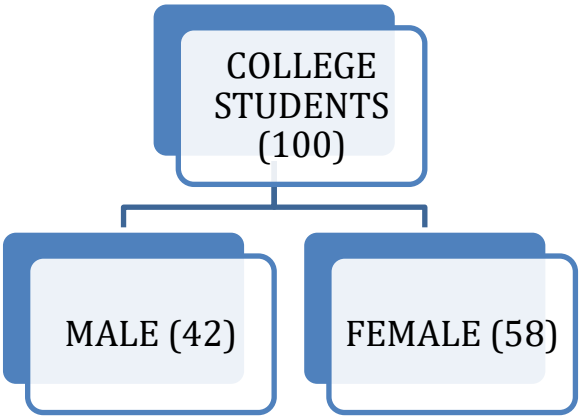

Figure 1: Gender-wise distribution of sample

TABLE 1: College-wise distribution of sample

S.NO.	NAME OF COLLEGE	NO. OF STUDENTS
1.	MIER College of Education	70
2.	Science College	20
3.	Commerce College	10
TOTAL	3	100

SAMPLING TECHNIQUE

In the present study 'Random Stratified Sampling Technique' was used for data Collection.

VARIABLES

The following variables has been involved for studies in the present research

A. Dependent Variable

- College Students

B. Independent Variables
    - Academic Procrastination
    - Academic Anxiety

RESEARCH TOOLS USED AND ITS DESCRIPTION

Selection of tools for data collection depends upon the nature of the problem undertaken. For the present investigation the investigator has used the following tools of research:

1. **Procrastination Scale by Clarry H. Lay**: This scale was developed by Clarry Lay in 1986. It is the scale for measuring procrastination, which was developed for that purpose only, and the initial research (Lay, 1986). It consists of 20 items. The procrastination scale is a 20 item questionnaire. Items are scored on a 1-5 scale, with the total scale score calculated as a sum of the items. Some items will be reversed, for example, a score of 1 will change to a score of 5. Points are given on the basis of 5 point Likert scale where 1 means extremely uncharacteristic and 5 states extremely characteristic. The 5-point item (1=low, 5=high) version of the scale was used since it yields higher item variance and high scores reflect procrastinators behaviour. This scale has a Cronbach alpha of 0.82 (Lay, 1986) and a retest reliability of 0.80. The validity of the instrument is checked by employing a factorial analysis, which showed the existence of the five factors, and that was the only interpretable solution. The five factors are grouped and named as: good planning, delaying, doing things at the last minute, good time management, poor time management.

2. **Academic Anxiety Scale by Jerrell Cassady**: This scale was developed by Jerrell Cassady in 2019. It consists of 11 items with 4-point Likert-type items which was developed to represent a cross-section of worries and fears in academic environments and situations. Response options were (“1 = Not at all typical of me,” “2 = Somewhat typical of me,” “3 = Quite typical of me,” and “4 = Very typical of me”). The scoring is done just by adding the scores. Reliability estimates were high, with Guttman's split-half reliability at.91 and Cronbach's alpha at 0.90 for the final 11-item scale.

STATISTICAL TECHNIQUES EMPLOYED

In order to analyse the data, the investigator used the following statistical technique:

1. Mean
2. Standard deviation
3. t-test
4. Pearson’s Product Moment Correlation (r)

CHAPTER-IV: DATA ANALYSIS AND INTERPRETATION

Table 2: Demographic profile of the respondents

S. No.	Demographic Characteristics		Percentage (%)	Total
1.	Gender	Male	42	42
		Female	58	58
2.	Age	18 years	9	9
		19 years	14	14
		20 years	26	26
		21 years	28	28
		22 years	7	7
		23 years	15	15
		24 years	1	1
3.	Academic Year	1st year	23	23
		2nd year	20	20
		3rd year	41	41
		4th/5th year	16	16

Note: *N*=100.

The study was conducted on 100 college going students. Gender-wise, 42% of participants were male and 58% were female. Age distribution showed the majority of participants were 20 and 21 years old, representing 26% and 28% respectively, followed by 23-year-olds (15%), 19-year-olds (14%), 18-year-olds (9%), 22-year-olds (7%), and 24-year-olds (1%). Regarding the academic year, 41% of participants were in their 3rd year, 23% in their 1st year, 20% in their 2nd year, and 16% in their 4th or 5th year. Following figures depict the same.

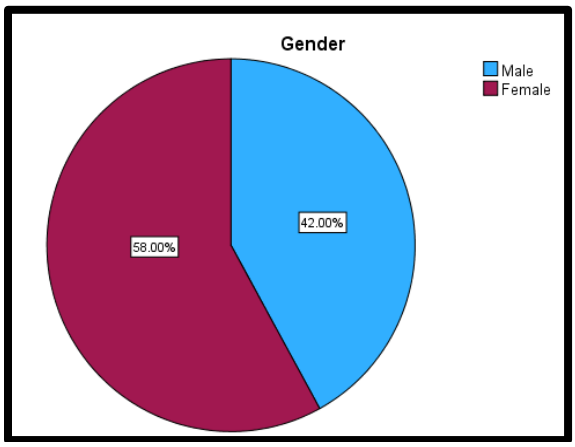

Figure 2: Gender Distribution

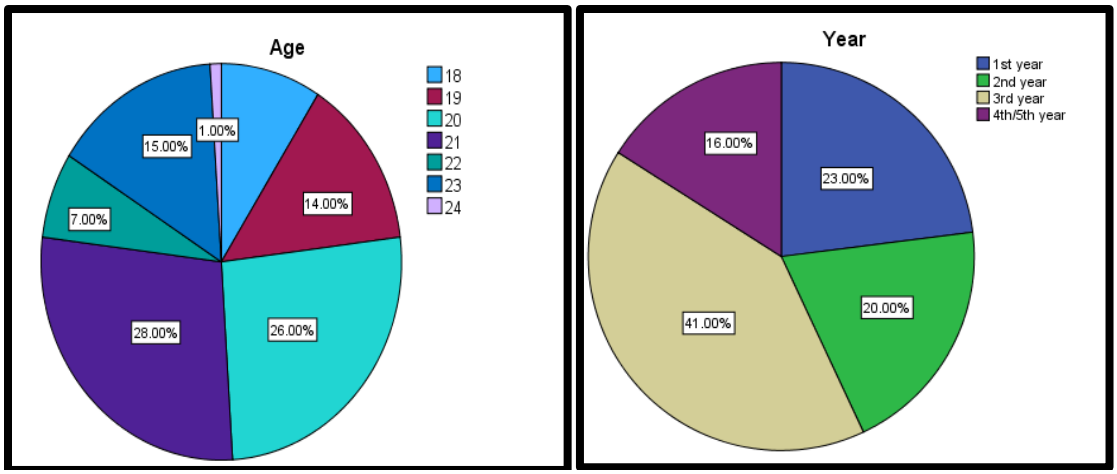

Figure 3: Age and Year-wise Distribution

Table 3: Correlation Analysis

		Academic anxiety
Academic procrastination	Pearson Correlation	.130
	Sig. (2-tailed)	.196

N=100

From Table 2 it is observed that there exists a non-significant positive correlation (r = 0.13) between Academic procrastination and Academic anxiety among the youth of Jammu District. The Correlation is also displayed with the help of a scatter plot as shown in Figure3.

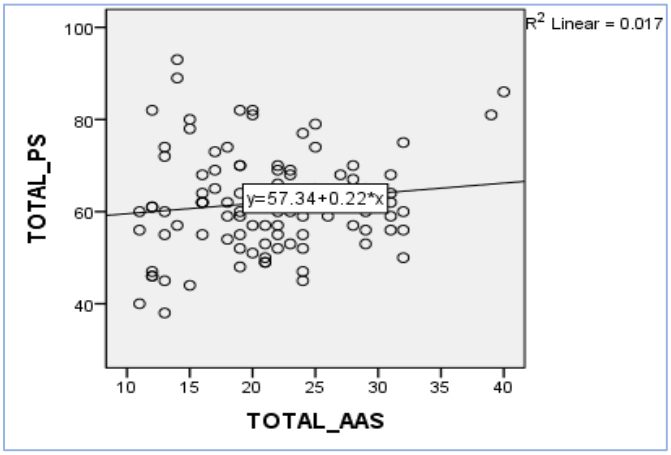

Figure 4: Scatter Plot

Table 4: Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Academic Procrastination	61.26	62.60	10.463	11.297	-.604	.118
Academic Anxiety	20.48	21.76	6.126	6.642	-.984	.943

P> .05

To test the hypothesis that male and female differ significantly on academic procrastination and academic anxiety, an independent t-test was performed. As can be seen in table 3, there was no statistical significant difference between both the genders on academic anxiety with t-value being -.984 ($p > .05$) and no statistical significant difference on academic procrastination with t-value being -.604 ($p > .05$).

CHAPTER- V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the conclusions derived from the findings of this study on the impact of Academic Procrastination on Academic Anxiety in college students are described. The conclusions are based on the purpose, research questions and results of the study. The future recommendations of these findings will also be explained. Recommendations were based on the conclusions and purpose of the study.

SUMMARY

This dissertation investigated the relationship between Academic Procrastination and Academic Anxiety among college students. The research aimed to understand how procrastination behaviours correlate with levels of academic anxiety and whether these behaviours and anxiety levels differ between male and female students.

A quantitative approach was used, involving questionnaires administered to a diverse sample of college students within the Jammu city. The questionnaires measured levels of Academic Procrastination and Academic Anxiety.

It was found that there is a positive correlation between the Academic Procrastination and Academic Anxiety experienced by college students. Hence, the first hypothesis was rejected as it stated there to be no link between the two variables.

As for the gender differences in regards to Academic Procrastination, it was found that there are no significant differences between the procrastination levels of male and female college students. Hence, the second hypothesis was accepted.

Similarly, in the case of Academic Anxiety, no significant differences were found between the anxiety levels of male and female college students. Hence, the third hypothesis was accepted.

CONCLUSIONS

This study has provided valuable insights into the relationship between academic procrastination and academic anxiety among college students. The findings indicate a significant positive correlation between procrastination and anxiety, suggesting that higher levels of procrastination are associated with increased levels of anxiety.

These findings are supported by the work done by M.P. Sari and H. Hazim (2023), who also aimed to determine the relationship between academic anxiety and academic procrastination in university students. Their findings demonstrated a positive correlation between students' academic procrastination and academic anxiety.

Similarly, Saplavska and Jerkunkova (2018), aimed to reveal the links between academic procrastination and anxiety among engineering students and found that as situational and personal anxiety increased, the level of academic procrastination also increased within the students.

Now, we can safely say that higher levels of procrastination are associated with increased levels of academic anxiety among students, which suggests that students who delay their academic tasks are more likely to experience heightened anxiety related to their studies.

This highlights the critical impact that procrastination can have on students' mental health and academic performance. Hence, addressing academic procrastination and academic anxiety is crucial for improving the overall well-being and academic success of college students.

Additionally, the study found no significant differences in the levels of academic procrastination between male and female students.

S.C. He (2017) had similar findings. He assessed academic procrastination among university students and aimed to explore the prevalence of academic procrastination, its reasons and psychological influences. He didn’t find much statistical difference between the scores of male and female students in his study as well.

As for the academic anxiety levels of male and female students, yet again there weren’t any significant differences.

This can be supported by the study conducted by Njue and Anand (2018) who aimed to find the relationship between academic anxiety and general wellbeing of students and compare the results

of boys with girls. And found there to be no significant differences between the academic anxiety levels of boys and girls.
This suggests that both genders are equally affected by these issues and exhibit similar behaviours in terms of procrastination and experience comparable levels of academic anxiety. Hence, interventions to address procrastination and anxiety can be applied broadly across the student population without the need for gender-specific modifications.

RECOMMENDATIONS

Based on the findings of this study, several future recommendations can be proposed to address the impact of academic procrastination on academic anxiety in college students. Firstly, educational institutions should implement comprehensive time management and study skills programs. These programs should be designed to teach students effective planning and organizational techniques, helping them to break down tasks into manageable parts and set realistic deadlines. By fostering a structured approach to academic work, students may reduce procrastination behaviours, thereby alleviating associated anxiety.

Secondly, institutions should offer psychological support services that specifically target procrastination and anxiety. These interventions can help students identify and modify the underlying thoughts and behaviours that contribute to procrastination and anxiety. Additionally, peer support groups could be established, allowing students to share experiences and coping strategies, thus fostering a sense of community and mutual support.

Moreover, educators should be trained to recognize signs of procrastination and anxiety in their students. Faculty development programs can include sessions on how to create a supportive classroom environment that encourages students to seek help when needed. Professors can incorporate flexible deadlines and provide regular feedback to help students stay on track and reduce the pressure that contributes to procrastination and anxiety.

Research should also continue in this field to explore further nuances of the relationship between procrastination and anxiety. Longitudinal studies could provide deeper insights into how these behaviours and feelings evolve over time and how different interventions impact long-term outcomes. Additionally, examining the role of other variables, such as personality traits,

academic workload, and social support, could provide a more comprehensive understanding of the factors influencing procrastination and anxiety.

In conclusion, addressing academic procrastination requires a multifaceted approach that includes skill development, psychological support, faculty involvement, ongoing research, and a holistic focus on student well-being. By implementing these recommendations, educational institutions can create a more supportive environment that enhances student success and reduces academic anxiety.

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APPENDIX

Academic Anxiety Scale

Please complete the following items using the four-point scale below.

1 = Not at all typical of me
2 = Somewhat typical of me
3 = Quite typical of me
4 = Very typical of me

1	I often worry that my best is not as good as expected in school.	1	2	3	4
2	I tend to put off doing school work because it stresses me.	1	2	3	4
3	I often worry that I am not doing assignments properly.	1	2	3	4
4	I am less confident about school than my classmates.	1	2	3	4
5	I have a sense of dread when I am in my classrooms.	1	2	3	4
6	I tend to find my instructors intimidating.	1	2	3	4
7	I spend much of my time at school worrying about what is next.	1	2	3	4
8	There is something about school that scares me.	1	2	3	4
9	I'm concerned about what my classmates think about my abilities.	1	2	3	4
10	I often feel sick when I need to work on a major class assignment.	1	2	3	4
11	I have a hard time handling school responsibilities.	1	2	3	4

Scoring – simple addition of each item – no recoding required (range = 11-44). Finch et al (see below) have identified cut scores for different "levels" of Academic Anxiety based on the total score:

- Not Anxious – 11-14
- Mild Academic Anxiety – 15 – 20
- Moderate Academic Anxiety – 21 – 29
- High Academic Anxiety – 30 - 44

The General Procrastination Scale (GPS)

The General Procrastination Scale was developed by Lodha et. (2016). With 23 items in total, the scale measures procrastination in 4 domains- academic, workplace, medical and civic responsibilities related procrastination. All items are required to be rated on a 5-point Likert scale ranging from 1 to 5. The scores reveal a Procrastination Quotient (PQ).

Items 5, 8, 12, 16, 18, 21 and 23 are reversed scored. Scores are obtained as a sum of response to each item and they range from 23 to 115. A higher sum of scores obtained on all items indicates higher level of procrastination for the individual test taker in term of a higher Procrastination Quotient (P.Q.) obtained. Scores of each item are calculated according to the following order:

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

1. I often try to avoid doing a task that I have little or no interest in.
2. I often delay tasks that are desirable to me.
3. When a task is highly stressful, I'm likely to put in more effort.
4. I think that certain problems can subside or be solved on their own, with a passage of time.
5. I begin work immediately on a task once it has been given to me.
6. I have often had services terminated because of unpaid bills.
7. I often delay attending to medical issues concerning my health.
8. I prefer submitting an assignment before the deadline.
9. I generally don't start working on a project or assignment immediately.
10. I am usually late when I have to go out and meet friends for a movie or dinner or other such plans.
11. I often put off doing tasks until urgency develops.

12. Whenever I make a plan of action, I follow it.
13. I think too much about things I would like to do but rarely get around to doing them.
14. I tend to work at the eleventh hour for a task or project.
15. I postpone my chores to a later time when something more interesting comes up.
16. I prefer planning ahead for tasks and events.
17. I needlessly delay finishing jobs, even when they're important.
18. I prefer working on one assignment at a time.
19. I do not complete tasks until I am insisted to complete them.
20. I am generally late at the workplace or college.
21. I try to avoid any backlog of work.
22. I delay the tasks that distress me.
23. I feel guilty when I delay doing tasks.